DOCUMENT RESUME

ED 337 425 SP 033 285

AUTHOR Claudet, Joseph G.; And Others
TITLE A Metaphorical Analysis of Professional Development Conferences with Teachers: Implications for Evaluating Statewide Teacher Assessment Initiatives.
PUB DATE Apr 91
NOTE 57p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Administrator Role; Educational Research; Elementary Secondary Education; *Faculty Development; Interprofessional Relationship; Interviews; *Metaphors; *Teacher Attitudes; *Teacher Certification; Teacher Evaluation; *Teacher Role
IDENTIFIERS *Louisiana

ABSTRACT

This study of educator interviews and conferences required by the Louisiana teacher certification program (Louisiana System for Teaching and Learning Assessment and Review (STAR)) is grounded in the supposition that metaphors infuse educators' everyday professional interactions. Of particular interest were: the nature of the various conference roles assumed by the participants; the underlying beliefs and perspectives that determined these role assumptions; the relative degree of congruence of the roles assumed with the STAR model for conference participant roles; and the kinds of conference behaviors engaged in as a result of the actual roles taken. Three types of conference were discerned: Type 1 involving educators who were resistant to change as represented by the STAR; Type 2 involving educators who assumed the metaphoric roles of expert panel, grievance committee, or support group; and Type 3 involving educators who exhibited a great degree of openness to assuming the STAR reflective and conference roles. The Type 3 participants showed willingness to interact as reflective professionals and collaborative learners, with the result that their discussions were more context-specific and data-based than discussions in conference types 1 and 2. Appendixes include: Table of Contents of STAR; Performance Dimension IV: Enhancement of Learning; Teaching and Learning Component IV: Monitoring Learning Tasks and Informal Assessment; STAR Professional Development Process; and Conference Metaphoric Role/Empowerment Continuum. (AMH)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED337425

# A Metaphorical Analysis of Professional Development Conferences with Teachers: Implications for Evaluating Statewide Teacher Assessment Initiatives

Joseph G. Claudet
Louisiana State University

Sheila W. Chauvin
Louisiana State University

Karen S. Loup
Louisiana State University

Paper presented to
Division H: School Evaluation and Program Development
at the annual meeting of the
American Educational Research Association
Chicago, IL
April, 1991

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Claudet

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SP 033 285

## Introduction

There has been a proliferation in recent years of teacher evaluation initiatives in response to legislation from a number of states mandating more stringent teacher certification programs (e.g., Georgia, Tennessee, Texas, South Carolina, Virginia, Connecticut, etc.). As these statewide teacher reform initiatives are fueled by legislative mandates targeting teacher professional accountability and are consequently tied to incremental salary schedule increases, assessment program developers have registered considerable interest in the potential of teacher evaluation models as positive catalysts for genuine teacher professional growth and change. This study explored initial implementation effects associated with the newly-developed statewide teacher assessment/certification process called the Louisiana System for Teaching and learning Assessment and Review (STAR) (Ellett, Loup & Chauvin, 1989). While this study focused on implementation effects of the STAR in Louisiana, information gained from this study offers valuable insights about educators' perceptions and responses to organizational change, particularly when it is externally imposed within the framework of state mandated reform. Thus, this study attempts to add to the research on teacher evaluation by contributing to further understanding of the implications of a state-imposed teacher certification program for affecting educators' beliefs about organizational change and professional improvement.

The STAR is a comprehensive, on-the-job assessment process designed to expand on the efforts of other states to identify and assess key elements of teaching reflected in the process/product literature on effective teaching (Brophy, 1986; Porter & Brophy, 1988) as well as newer concerns about the assessment of knowledge of content, pedagogy and curriculum (Shulman, 1986). As perspectives on views of teacher-centered and child-centered approaches to education have changed

during this century (Cuban, 1990), the Louisiana STAR represents what can be considered a newer generation of teacher assessment instruments that focuses more holistically on both effective teaching and learning within a context of multiple classroom-based assessments (Ellett, 1990).

This new statewide teacher assessment/certification process has been developed in response to recent state legislation mandating the periodic assessment of all beginning and experienced teachers in Louisiana. The 1984 Louisiana Teaching Internship Program Law and the 1988 Louisiana Children First Act abolished lifetime teacher state certification and called for renewable teaching certificates for all state teachers. The STAR comprehensive teaching and learning assessment instrument and process have been developed in response to these legislative mandates. The STAR is designed to be utilized both for the initial assessment of beginning teachers (Louisiana Teaching Internship Program - LTIP) and for the periodic evaluation of experienced teachers (Louisiana Teacher Evaluation Program - LTEP).

Thus, the STAR project has involved the development and refinement of a 'state of the art' instrument/model for the ongoing assessment of beginning teachers' classroom skills for the purposes of professional induction, and the evaluation of experienced teachers' classroom performance for the purposes of renewable state certification. The STAR has been designed to assess key indicators of teaching and learning effectiveness. The initial assessment framework for the STAR was derived through a content synthesis of assessment items derived from eight other state systems (Ellett, Garland & Logan, 1987; Logan, Garland & Ellett, 1989). This synthesis process generated a "baseline" framework for the subsequent development of STAR assessment indicators. From this initial framework several important additions have been made reflecting a broadening of perspectives on criteria for a new generation of holistic assessments of classroom teaching and learning (Ellett, 1990). Among these additions are instrument components that assess reflective practice, higher order thinking

skills, and content structure and emphasis. With the inclusion of indicators and components addressing these student learning concerns, the STAR represents a new generation of teacher assessment instruments that seeks to move the teacher assessment field forward in terms of what is measured in the context of a state mandated teacher evaluation program.

The STAR is designed to assess generic teaching and learning behaviors characteristic of a wide variety of classroom environments and levels. Through focusing on specific contextual factors present in the learning environment and the individual differences of learners, the STAR allows for the assessment of a set of core classroom teaching and learning behaviors found in cognitive- and performance-oriented classrooms on the elementary, middle and secondary levels. The STAR model requires that teachers be assessed independently in the classroom by a team consisting of: the building principal, a master (peer) teacher, and an outside evaluator. The assessment process includes multiple scheduled classroom observations of the teacher as part of the assessment/evaluation process. Each member of the assessment team observes a separate lesson within a five to seven day unit planned by the teacher. These three observations occur in the Fall and again in the Spring during the assessment year.

Two important aspects of the STAR assessment philosophy are: 1) focusing the assessment light on learners, and 2) utilizing formative and summative post-observation support conferences as an integral part of the total assessment process targeting the professional development and growth of teachers. The principal focus of the STAR's classroom-based assessment framework is on the teacher's ability to enhance student learning. The teacher can best ensure the enhancement of students' learning through reflective planning. As an integral part of the STAR assessment process, the teacher develops a five to seven day Comprehensive Unit Plan (CUP) for review and assessment by STAR team members prior to the scheduled observations. STAR assessors make informed

professional judgments regarding the quality of the teacher's Comprehensive Unit Plan in terms of including adequate planning for accommodation of individual learner differences, and for active involvement of students during lessons in higher order thinking. This notion of *reflective planning for effective learning* is an important one in the STAR assessment framework. It involves the teacher's ability to prepare differentiated methods/materials and an adequate range of learning tasks to accommodate student needs, and requires that the teacher include in the Comprehensive Unit Plan provisions for actively monitoring students' progress during lessons to ensure that learning is enhanced for all students.

This study utilized the revised second pilot year edition of the STAR (Ellett, Loup & Chauvin, 1990). The STAR contains 140 indicators of teaching and learning effectiveness. These indicators are classified into four Performance Dimensions (Preparation, Planning and Evaluation; Classroom and Behavior Management; Learning Environment; and Enhancement of Learning) that are operationalized by twenty-three Teaching and Learning Components. The components include concepts such as lesson initiation, pace, classroom routines, teaching methods and learning tasks, time management, managing task-related behavior, thinking skills, monitoring learning tasks, feedback, etc. An outline of the STAR dimensions and components is presented in Appendix I. As an example of the content of the STAR document, the introductory section to Dimension IV 'Enhancement of Learning' and the teaching and learning indicators comprising the STAR Component IV.G 'Monitoring Learning Tasks and Informal Assessment' is provided in Appendix II.

The STAR Professional Development model is innovative in that it links a multiple assessor observation framework with a process for post-observation conferences and peer collaborative review. The purpose of the STAR conferences is to provide structured opportunities for assessment team members *and* the teacher to engage in collaborative reflection on teaching and learning and to focus

the attention of all conference participants (the teacher as well as assessment team members) on *professional growth.* The result of the STAR conference is the development of a 'Continuing Professional Development Plan' that facilitates further refinement of the teacher's performance skills and targets the greater enhancement of students' classroom learning. As such, the STAR professional development conferences constitute the most important element of the total STAR "assessment year" process.

The focus of the STAR conference process is an emphasis on collaborative reflective practice as a means to professional growth. In delineating specific "steps" to professional growth that the teacher and assessment team members should follow before, during and after the STAR conference, the STAR conference model creates specific "roles" that participants should assume as they engage in collaborative reflection about classroom assessment data. Proper assumption of STAR conference roles by participants is a necessary prerequisite to the development of a meaningful professional development plan. The next section presents a brief description of the key conceptual elements of the STAR Professional Development Process and collaborative conference model.

## The STAR Professional Development Process - The "Collaborative Reflective Practice" Conference Model

The STAR Professional Development Process presents a model for collaborative professional growth that incorporates recent thinking on the value of practical reflection on professional action (Schön, 1983, 1987). This practical reflection encompasses the notion of "reflection on action" as forming the basis for ongoing professional practice ("reflection in action"). The STAR philosophy of professional growth is grounded in a theory of practical reflection that defines reflective practice as the professional ability to make rational choices and to assume responsibility for those choices

(Zeichner & Liston, 1985; Goodman, 1984, 1988; Ross, 1989). This individual reflection can also be mediated and enhanced through professional sharing and discussion among colleagues (Pugach & Johnson, 1990).

The STAR model emphasizes the importance of informed, reflective practice for promoting teacher professional development to enhance student learning. In the STAR model this reflective practice is both integrative and collaborative. It is integrative in that it requires continuous reflection by the teacher and assessment team members on classroom observation data. The STAR model also emphasizes the value of collaborative conferences as important opportunities for professional sharing among educators. This professional sharing requires a mutual commitment to professional growth among all educators involved in the STAR process.

The total STAR Professional Development Process involves both the teacher and assessors in a series of professional development "steps" designed to facilitate data-based reflection and collaborative discussion. A diagram depicting the steps in the STAR process is presented in Appendix III. As data are collected through observations and assessments of lessons, both the assessors and the teacher become involved in the process of individual reflection on action. Teaching and learning observation events are individually reviewed and analyzed using the STAR teaching and learning components and indicators as a reflective guide. The teacher receives an assessment profile, consisting of component matrices of individual assessment decisions from all assessors, shortly after the observations and assessments have been completed and prior to the post-assessment conference. Assessment team members also confer as a team prior to the conference in order to compare and discuss the teacher's perceived strength areas as well as targeted areas for professional growth that emerged from the assessments.

These individual and team reflective activities engaged in by the teacher and assessors prior

to the STAR conference represent an additional dimension included in the STAR Professional Development Process of the concept of "reflective planning for effective learning". Through involvement in these pre-conference individual and team reflective activities, both the teacher and assessors come to the post-assessment conference best prepared to engage in collaborative discussion about performance strengths and targeted professional growth areas that will facilitate both teacher and team member professional learning and development. This collaborative reflection among conference participants includes the joint development of the teacher's Continuing Professional Development Plan. This plan specifies the kinds of professional growth activities and tasks to be performed by the teacher, how reflective data on these activities will be collected and reviewed, and includes provisions for collaborative monitoring and feedback by team members (Appendix IV).

Thus, the post-assessment conferences constitute the focal point of the total STAR assessment process. This process includes two post-observation conferences that are conducted by STAR team members with the teacher -- a first conference (formative) after the first round of fall observations, and another (summative) conference after the second set of observations in the spring. This series of observations and post-assessment conferences spanning two semesters comprise the teacher's STAR "assessment year". A unique feature of these STAR teacher conferences is the *review with the teacher* of the teacher's classroom teaching performances and students' learning within the framework of the "assessment year". These conferences are designed to allow for maximum interaction with the teacher and team members, and to provide the teacher with helpful information regarding his/her perceived classroom strengths and targeted professional growth areas. As such, the generation during the conference (by the teacher <u>with</u> the team members) of the Continuing Professional Growth Plan represents the principal feature of the STAR post-assessment conference. This professional contract between the teacher and assessment team members is designed to be

positive and supportive in nature, and emphasizes both the commitment of the teacher and the team members to the teacher's continued professional growth and development. These conferences represent *the* important focus of the STAR assessment framework and serve to provide the teacher with as much professional support as possible throughout the assessment process.

As reflective practice forms the basis of the STAR model of professional development, the collaborative nature of STAR conferences provides an important means for promoting the development of "shared perspectives" among participating educators. The mutual involvement of the teacher and STAR assessment team members in the professional development process requires a willingness of all participants to engage in an equal partnership and shared commitment toward enhancing teaching and learning. The STAR conferences, therefore, represent important professional growth opportunities for the assessment team members as well as the teacher. Through review of the teacher's assessment profile, discussion of specific observations, and analyses of professional growth alternatives, STAR conference members can jointly arrive at better understandings of the complexities of the contextually-based assessment of effective learning environments. The teacher additionally, through interacting on an equal professional basis with STAR team members, gains valuable confidence and support as collaborative reflection efforts delineate areas for continuing professional growth.

Thus, the STAR Professional Development Process is based on a philosophy of meaningful professional growth through professional reflective practice. This philosophy reflects key assumptions or beliefs about meaningful professional development within the context of a teacher certification "team assessment" framework. These key STAR assumptions/beliefs are summarized below:

**Meaningful professional growth/learning . . .**

- requires a personal commitment from the teacher and assessors
- involves ongoing reflective practice that is context-specific and data-based
- is a product of collaborative efforts
- includes ongoing monitoring of activities and sharing of results
- embraces activities that are learner-centered

These STAR beliefs concerning professional growth require that teachers and assessors assume specific STAR professional development "roles" during STAR conferences. The underlying key STAR beliefs are generative of metaphoric roles for the STAR process that center on the teacher and assessors as ***reflective professionals*** and ***collaborative learners***. Through proper assumption of these STAR professional development roles, teachers and assessors are able to engage in shared reflective actions during STAR conferences that lead to refined understandings about the nature of effective teaching and learning. In conference interactions as reflective professionals and collaborative learners, the teacher and assessment team members become involved in professional reflective actions that are open-ended, context-specific and data-based, and that focus on professional learning. These reflective actions engaged in by teachers and assessors include:

- *reviewing* STAR assessment profiles to determine specific strengths and areas for continued professional growth
- anchoring discussion of strengths/growth areas by *focusing* on analyses of specific events and situations occurring during classroom observations
- *analyzing* the specific nature of selected areas for professional growth and how they might affect students' learning

- *framing* and *reframing* the selected areas for professional growth through open discussion of specific classroom observation examples
- *deciding on* various implementable methods/techniques for positively impacting on these professional growth areas
- *examining* the possible implications for students' learning of various methods/techniques selected
- *establishing* an appropriate plan for collaborative monitoring of successful implementation of selected professional growth activities

These conference participant actions highlight the specific nature of the STAR conference roles of "reflective professional" and "collaborative learner". These roles facilitate the collaborative development of the teacher's professional growth plan. As the professional growth plan is decided on during the conference, the primary responsibility for implementation does rest with the teacher. However, the principal and other assessors, in fulfilling their roles as collaborative learners, also share this responsibility by assuming "monitoring" roles as various professional development activities are implemented. By extending the collaborative conference efforts through monitoring and by providing continuous feedback to teachers, team members increase the potential for teachers' meaningful professional growth. Thus, through assumption of these STAR professional development roles, educators during conferences are able to engage in useful reflective dialogue about professional teaching practice and share collaboratively with a focus on the improvement of students' learning.

## Conceptual Focus of the Study

The study reported here represents an analysis of the qualitative effects of implementing the STAR comprehensive classroom teaching and learning assessment model in nine schools. This study is grounded in the supposition that metaphors infuse educators' everyday professional interactions.

This fundamental premise is reflective of the view of Lakoff & Johnson (1980) that "...our conceptual system is largely metaphorical...the way we think, what we experience, and what we do every day is very much a matter of metaphor". As such, professional conferences involving teachers and assessors become interactive arenas where educators come together, and in which professional learning environments are continually created and reinforced through metaphoric role assumptions. Conferences are affected and become structured by the kinds of metaphor constructs that assessors and teachers wittingly or unwittingly employ. Recent studies have begun to explore teacher belief structures and the metaphors they generate (Tobin & Ulerick, 1989; Provenzo, McCloskey, Kottkamp, & Cohn, 1989). This present study seeks to extend this line of inquiry to the kinds of metaphoric roles that emerge in the context of a teacher assessment/team conference model, and the ways in which these roles are reflective of educators' underlying beliefs.

This study focuses on a metaphorical analysis of the actual roles that participants assumed during the STAR conferences conducted with the teachers in the nine schools. The conferences completed in this study exhibited a wide range of participant role behaviors that either facilitated or inhibited collaborative reflection among participants. Of interest to the researchers in the analysis were the nature of the various conference roles assumed, the underlying beliefs and perspectives of the educator participants that determined these role assumptions, the relative degree of congruence of the roles assumed with the STAR "model" for conference participant roles, and the kinds of conference behaviors engaged in as a result of the actual roles undertaken. The analyses of observational notes taken during the conferences also sought to determine the ways in which conference participants dealt with role ambiguity and role conflict (disjunctiveness) when attempting to engage in "focused" discussions about context-specific teaching and learning events that occurred during STAR classroom observations.

Conference Metaphoric Role/Empowerment Continuum (CMR/EC)

As a means of conceptually focusing on the effects of the incorporation of this new STAR process into the overall school context, an Empowerment Metaphor Continuum (Claudet & Ellett, 1989) was adapted and utilized as a way of determining the nature and quality of metaphoric framings engaged in by participants during conferences in the nine schools. To this end, a 'Conference Metaphoric Role/Empowerment Continuum' (CMR/EC) was employed as a way of operationalizing the notion of metaphoric framing occurring during teacher conferences. It provided a means for structuring and categorizing the various "metaphoric roles" identified from the conference observation notes. The conference metaphors isolated in this study were thus arranged on the CMR/EC (Appendix V). The CMR/EC defines metaphors that are relatively *transferential* and/or *transactional* in nature. Metaphors that are considered to be inhibitive of active involvement of participants (the teacher and assessment team members) in prescribed conference activities are those that fail to promote or encourage STAR conference participant actions that center on professional reflection and collaborative learning. Metaphors falling toward this end of the CMR/EC are labeled "transferential" as they are based on simply a "transfer" of power from the teacher to the team (or vice versa), or a relinquishing by one or more team/conference members of role authority to another member, and do not result in high participant involvement in the conference objectives. These kinds of metaphoric roles thus fail to "empower" both teacher and team members toward productive conference collaboration. On the other end of the CMR/EC are metaphors that tend to promote high participant involvement in conference objectives. Metaphors falling toward this end of the CMR/EC are labeled "transactional". They are based on ongoing reciprocal interactions between the teacher and assessment team members during the conference activities. These metaphors serve to promote active participant involvement in conference objectives, and effectively empower both teacher and

assessment team members toward achieving productive conference results.

**Research Questions:**

Based on the above conceptual framework, the following research questions were generated:

1. Do professional team conference members and teachers engage in discernible metaphors reflective of variations in underlying beliefs/perspectives?
2. Can these conference metaphors be understood on the basis of a transactional/transferential metaphoric role/empowerment continuum?
3. What is the relationship between conference metaphors discerned, participant role empowerment and the potential for professional growth and change in teachers?

## Data Source

This study utilized data collected over a period of three months in the spring of 1990 as part of an initial criterion-related validity study of the Louisiana System for Teaching and learning Assessment and Review (STAR) process (Ellett, Loup & Chauvin, 1989). This preliminary trial study of the total STAR assessment process was completed in nine schools in one urban Louisiana school district during the Spring of 1990. The nine schools involved in the study varied on two dimensions: (1) grade level of students served: elementary, middle, high; and (2) socioeconomic status (SES) of student body: low, middle, high. Two SES variables were used in the selection process for the nine schools: percentage of mothers who had some college education and percentage of fathers with white collar jobs.

Schools in each of the three grade levels were categorized using these SES data. Due to differences in ranges on the SES data between grade levels, a separate procedure for selecting schools

for each grade level was determined. Data on regular education students only were used in selecting the schools. For the elementary schools, the following categories were established: (1) low SES: 20-39% of mothers had some college education; 4-15% of fathers were white collar employees; (2) middle SES: 40-48% of mothers had some college education; 16-30% of fathers were white collar employees; and (3) high SES: 49-68% of mothers had some college education; 31-70% of fathers were white collar employees. For the middle schools, the following categories were established: (1) low SES: 36-47% of mothers had some college education; 18-32% of fathers were white collar employees; (2) middle SES: 49-57% of mothers had some college education; 34-42% of fathers were white collar employees; and (3) high SES: 58-72% of mothers had some college education; 46-74% of fathers were white collar employees. For the high schools, the following categories were established: (1) low SES: 20-39% of mothers had some college education; 4-15% of fathers were white collar employees; (2) middle SES: 40-48% of mothers had some college education; 16-30% of fathers were white collar employees; (3) high SES: 49-68% of mothers had some college education; 31-70% of fathers were white collar employees. Once schools were categorized as low, middle, or high SES, one school from each category was randomly selected to participate in the study. A total of 54 teachers (6 teachers in each school -- two interns, two beginning teachers and two experienced teachers) participated in a three month (March through May) "abbreviated" version of the STAR model assessment year.

The nine sets of principals and master teachers participating in the study completed a comprehensive seven-day STAR assessor certification training program prior to the initiation of the nine school study. This certification program involved educators in extensive practice in assessing a variety of classroom lessons through use of video segments. Follow-up discussions of these assessment simulations served as a means of refining understandings and correct interpretations of

STAR components and indicators "in context". Upon successful completion of these video simulation exercises, principals and master teachers were then field-certified in using the STAR to assess actual everyday teaching and learning practice in classrooms throughout the state.

Data for this study included STAR assessment results on participating teachers, interviews conducted with STAR team members, observation notes taken during STAR Comprehensive Unit Plan interviews and post-assessment conferences, and participant survey responses and assertions regarding their beliefs about effective teaching, LTIP/LTEP and the STAR. Interview and observation data were collected by nine members of the university research team also serving as the "outside assessors" for the STAR assessment teams. Educator assertions and some interview data were collected by teacher researchers in the schools.

## Methodology and Data Analysis

In conceptualizing about educators' conference roles and their metaphoric basis, the researchers began with the assumption that metaphoric roles represent attempts by educators to communicate their perceptions and understandings. Thus, the metaphors that frame participants' roles and role differentiations during conferences can be viewed as symbolic manifestations of the underlying key beliefs and perspectives which educators hold. Therefore, the researchers first focused on analyzing the nature of participants' beliefs and perspectives as a means of gaining insight into the underlying impetus for participant roles assumed during conferences.

Throughout the three months of the study the nine teacher researchers wrote down "assertions" reflecting casual remarks, comments, and specific statements obtained from conversations with other educators in the school. These data were reported by the teacher researchers in the form of initial assertions. These initial assertions represented fairly specific statements, with little inferencing on

the part of the teacher researchers. These initial assertions were directly tied to educators' comments, either through direct quotes or by paraphrases.

The assertions collected from educators in the schools by the teacher researchers provided data that could be analyzed to determine key beliefs and perspectives that were held by study participants. As these assertions were obtained through informal conversations with as many teachers and administrators in the school as possible in addition to those educators specifically participating in the STAR assessments, these assertions could be considered reflective of normative belief structures existing in the school. These initial assertions were then grouped into categories, representative of emergent themes in the data. General statements exemplifying these categories then formed the basis for higher (level two) assertions. Finally, these higher level assertions resulted in the emergence of a few theory-based assertions from the entire data set which are presented in the Discussion and Implications section of the paper. Common themes (level two assertions) emerging from the entire dataset of level one educator assertions are presented in the Results section below.

Observational data were collected (by a non-participant researcher "sitting in" during the conferences) on the post-observation conferences conducted in six of the schools. A total of 61 conferences were observed. These notes consisted of the recording of important verbal as well as nonverbal cues/behaviors exhibited by participants during the conferences, and other pertinent actions/information gleaned during conference observations. Observational notes recorded during these conferences were then categorized, coded and analyzed using an interpretive methodology procedure described by Erickson (1986). In constructing the categories of conference context parameters derived form the observational notes, comparisons were made with conference notes made by the 'outside assessor' members of the assessor teams, who were also involved in the study as university researchers. This peer debriefing served as a means of triangulating and verifying the

categories determined. Conference incidents recorded in the observational notes were compared iteratively with the categories being generated, resulting in a final set of integrated conference context categories and their properties.

As an integral part of the interpretive process, the context categories were concurrently analyzed to determine the presence of metaphoric framings. Verbal and nonverbal participant behaviors/cues represented in the individual categories were reviewed and analyzed for yielding discernible, recurring metaphors. The specific metaphors isolated were then analyzed in terms of their relative success in enhancing participants' role effectiveness during conferences. Based on this analysis, specific metaphoric roles isolated in the study were labeled, grouped and placed on the Conference Metaphoric Role/Empowerment Continuum (CMR/EC). Finally, as a means of determining the 'effects' of the STAR conference framework on participants, interviews with participants were completed by three "external evaluators". These interviews served as an additional means of triangulating the data collection process, and in obtaining information on the ways in which the conferences might have influenced participants' beliefs.

## Results

### Participants' Underlying Beliefs/Perspectives

The initial assertions collected in the study were analyzed and grouped into categories. This categorization process resulted in the generation of a set of common themes representing educators' beliefs/perspectives about: (1) teaching and learning; (2) preparation and planning (STAR Comprehensive Unit Plan); and (3) LTIP/LTEP and the STAR. The final set of common themes derived from the analyses are presented below.

**Common themes associated with educators' beliefs/perspectives**

I. EDUCATORS' BELIEFS/PERSPECTIVES ABOUT TEACHING AND LEARNING:

- The degree to which personal beliefs about teaching and learning were congruent with key elements of the STAR appeared to influence educators' acceptance of the STAR as a valid system. These personal beliefs about teaching and learning involved notions concerning:

    * Content coverage versus students' learning
    * Activity versus learning
    * Emphasis on excuses versus opportunities
    * Attitude toward professional development

II. EDUCATORS' BELIEFS/PERSPECTIVES ABOUT PREPARATION AND PLANNING (COMPREHENSIVE UNIT PLAN):

Teachers:

- Planning appeared to be thought of in terms of "things to do" to fill the time available, rather than as "steps" that lead to accomplishment of "what students are to learn and know".

- Teachers seemed to have much difficulty in structuring content. While little difficulty was observed in discussing rationales for activities, discussions of rationales for content order and structure was either difficult for teachers OR content was not clearly included.

- Teachers seemed to have much difficulty in planning for students' needs and abilities (accommodating individual differences).

- Teachers did not understand how to use content in STAR Performance Dimension I (Preparation, Planning and Evaluation) to structure a Comprehensive Unit Plan. Teachers expressed a desire for samples, formats and models from which they could copy. They expressed much difficulty in coping with open-ended possibilities of structuring a comprehensive plan for a given body of content and a particular group of students.

- Despite difficulties experienced in structuring a Comprehensive Unit Plan (CUP), teachers who did complete such a plan were self-reportedly more prepared and organized than when a CUP was not constructed.

Assessors:

- The Comprehensive Unit Plan helped to clearly establish the teaching and learning context to be observed. Assessors more clearly knew what to expect than with a brief daily lesson plan.

- Teachers seemed to be more comfortable in lessons resulting from the preparation of a Comprehensive Unit Plan, and activities during the lesson appeared to be more organized, efficient and effective in terms of student involvement than when daily lesson plans were used.

- Preparation of a Comprehensive Unit Plan appeared to enhance subsequent success in the teaching and learning process during lessons.

## III. EDUCATORS' BELIEFS/PERSPECTIVES ABOUT LTIP/LTEP AND THE STAR:

- Despite careful planning and research, the STAR's ultimate success will hinge upon the attitudes and commitment of all persons involved in its implementation.

- Lack of information, rumors and much "misinformation" translate into educators being fearful of the STAR and the LTIP/LTEP process. Educators were also mistrustful of pilot implementation and use of the STAR in these processes. However, where information was shared in a positive and professional manner, educators appeared more comfortable and positive.

- For many, perceptions did not allow for a pilot period; implementation *began* with legislation.

- The initial view of the STAR as a process for "getting rid of bad teachers" appeared to prevent educators from focusing on the potential of professional development and collaboration for enhancing students' learning

- The STAR is viewed as a certification/licensure procedure rather than a process for assessing everyday teaching and learning practice. Teachers are viewed as being required to put on a "dog and pony show" that has nothing to do with enhancing professional practice.

- There is widespread confusion among educators concerning the differences between employee issues of tenure and employment and state certification/licensure

- There is considerably more opposition to any violation of the "lifetime certificate" (sacred norm), than to the specific content of the STAR (viewed as useful in

professional development).

- Teachers and administrators place emphasis on hindrance factors associated with STAR implementation (e.g., time, money, scheduling and other "extra effort" concerns) rather than possible long-term payoffs of the program.

## Conference Metaphors Discerned

These beliefs and perspectives about teaching, student learning, and the STAR were carried by assessment team members and teachers into the STAR conferences. The beliefs that were held to a great extent determined the nature of the roles that participants were willing to assume during the conferences. The conferences that occurred in this study in many instances demonstrated inconsistencies that existed between participants' beliefs and STAR conference "model" roles. These inconsistencies were reflected in conference dialogue that was relatively directive, close-ended and unfocused.

An array of conference metaphors were discerned from the content analyses completed that were differentially distributed along the CMR/EC (Appendix V). Metaphors discerned were reflective of both transactional and transferential conference behaviors engaged in by assessment team members and teachers. The CMR/EC depicts the differential placement and spread of metaphoric role usage along the transferential/transactional continuum. The horizontal bar shadings denote the relative intensities with which metaphoric roles were engaged in by conference participants and the effects on resulting transferential/transactional empowerment levels. Metaphors isolated that produced transferential conference role empowerment included the metaphors of *conference framework as* ***grievance hearing*** (M2) and *teacher as victim* (M1). Metaphors isolated which were utilized by assessment team members that were "transferential" in nature included the *assessment team as* ***expert panel*** (M3); and, within the team itself, the principal's self-perception of having "superior conference

expertise" in relation to other team members. Metaphors discerned which were more "transactional" included the *assessment team as* ***support group*** (M4), and *assessment team as* ***professional resource network*** (M5). The STAR "model" roles for teachers and assessors of ***reflective professionals*** (M6) and ***collaborative learners*** (M7) complete the continuum.

These metaphors were found to be reflective of construct properties associated with categories determined from the recorded notes. Context categories defined from the observational data included: 1) relative willingness of conference participants to engage in 'risk-taking' during conferences; 2) degree of principal inclusion of other team members (particularly the master teacher) in the conference process; 3) variability in successful 'conference role' comprehension and assumption by team members (principal, master (peer) teacher, and outside assessor); and, teacher feeling of 'personal ownership' in the conference process/professional growth plan. A discussion of the metaphors discerned, the interrelationships between context categories and metaphors discerned, including considerations of the conference "effects" on participants (both teachers and team members) are discussed below.

**Transferential Role Metaphors:**

(M1) *Teacher as* ***victim***

This metaphor emerged from statements expressed by teachers during conferences. This metaphoric role was assumed to a varying degree by teachers in the conferences observed. Although apparent in some teachers' verbal interactions, it was also easily recognizable in teachers' nonverbal behaviors as well. Conferences which were held in the principal's office appeared to contribute to exacerbating teacher feelings of victimization. The conferences that took place in the principal's office were usually those that were held in the early morning before school. The principal would often explain that the conferences needed to be held in the office so he/she could make the announcements and attend to other "beginning of the day" concerns. Additionally, although in these conferences one or more team members would often make initiating statements that at first seemed to cause teachers to feel more at ease, many teachers still engaged in dialogue indicating that they perceived themselves as a "victim" of the assessment process.

"I really don't think assessors not familiar with my content area can come in and evaluate the way I teach thinking skills. There's just too much the assessors aren't aware of..."

"I know you all are going to tell me what I did wrong...there are so many indicators to think about while I'm teaching..."

"I tried to do something new and different and creative with the kids...but I just froze up...I got more tense as the observations proceeded...I feel that this [the STAR] causes a lot of pressure".

"Are you going to streamline this process before it will be implemented? This seems like a very cumbersome process, especially for teachers...Will the money be there to do all of this?"

"These indicators about student involvement seem very rigid...they insist that if one student is passively involved then the teacher loses these indicators..."

"I don't particularly like the way the STAR causes so much anxiety...plus, it creates a lot more work for you".

Statements made by the principal and/or master teacher in these conferences also tended to reinforce this metaphor.

(principal) "You know, I'm the one who hired you, so I don't want you to have to go through something that's going to reflect negatively on you and cause you to do poorly".

(principal) "I really don't remember how I scored you on your first observation...I just scored the form and forgot about it".

(master teacher) "I talked to her about those kids she has in the front of the room...I discussed this with her, but the supervising teacher has it set up a certain way...I don't feel that we should get her on this one".

(principal) "She is already a wonderful teacher, just not according to these indicators".

(M2) *Conference framework as* ***grievance hearing***

In many of the conferences observed, teachers (especially those who were more vocal) would seize opportunities during the conferences to express their opinions and/or "grievances" regarding the assessment process. These grievances would often be framed in the form of direct questions to the team in general regarding their concerns about particular STAR components and/or indicators. Although team members were informed (as part of their STAR certification training) in the importance of maintaining well-focused conference discussions, conference dialogue would often be interspersed with verbal exchanges between teacher and team members concerning the meaning and interpretation of indicators, the teacher's self-perceived inability to accommodate individual student differences in "that situation", policy and procedural concerns, how the process simply creates "extra

work" for teachers, etc.:

> "Is it true that you checked me on 140 different things? I just don't understand how?"
>
> "What if I have a new student assigned to my class on a day that I am observed?" You can't expect them to be at the same level of understanding as the rest of the class..."
>
> "With this class, it's just impossible to incorporate everything that's in the STAR...in this situation, I just have to take things one step at a time...I need to present the material and let them get that down first..."
>
> "You know, getting students to become actively involved is more complicated than the STAR describes...there's really more to it than this...students are not going to come out and tell you they don't understand something in front of the other kids".
>
> "I think there are just some things a teacher must do with students that the STAR can't measure...such as showing patience and understanding".
>
> "I really believe that this STAR program should not affect people with life-time certificates...we should be able to keep them. This thing should be phased in and only affect first-year teachers."
>
> "The master teacher coming in should be in my area...if I'm teaching math, I want to be assessed by another high school math teacher, not an English elementary teacher."
>
> "Come in here and look at what I'm doing and tell me if it's good or not, but don't ask me to put on a 'staged presentation'..."

(M3) *Assessment team as **expert panel***

This metaphor surfaced as the predominant metaphoric role assumed by conference team members in the STAR conferences observed. The assessment team as expert panel metaphor was reinforced considerably by teacher behaviors during the conferences as well as the kinds of questions that teachers posed to team members. In the conferences observed in which this metaphor emerged team members were found to center the discussion around their own knowledge of the STAR instrument and process, allowing less opportunity for dialogue with the teacher about classroom teaching and learning events. The principals in the conferences observed were the team members most often found to "take over" the discussion. Their non-verbal demeanor sometimes conveyed a sense of having "superior conference expertise" in comparison to the master teacher. When teachers did speak, their comments were usually phrased in the form of direct questions to either the principal or master teacher. These questions were most often about planning techniques, observation concerns, procedural matters involving the STAR process, etc.:

> "What if I have a student that comes in on the day you observe that hasn't been to school in two weeks? What am I supposed to do with him?"

"What if I am really far behind in my lesson plans? What does that do to my observation for the day?"

"What about the student that always sleeps through everything? I know that is going to happen..."

"Can I make changes in my plans in the middle of the lesson if I need to, if the students aren't getting it?"

Thus, teachers to a great extent relied on assessment team members as "experts" in the STAR assessment process, and to be able to provide them with answers to their questions.

Transactional Role Metaphors:

(M4) *Assessment team as* ***support group***

In combination with many of the more transferential metaphors already described, many of the principals and master teachers were very vocal both in pre-conference meetings and during the conferences in emphasizing their desire to "support the teacher". Assessment team members seemed particularly conscious of their roles as a "support group" and frequent remarks during conferences concerning this role were noted: (principal) "We want you to know that we are hear to help you and to provide you with support during your assessment..."; "(master teacher)...please know that I'm available to talk to whenever you might want...if would like to discuss anything about the observations and assessments". In the majority of conferences the principal made a point of being verbally supportive of the teacher. Principals would often offer excuses for a teacher's unacceptable performance such as:

"I know you're not really familiar with the STAR and you don't know exactly what is expected of you...When this is the real thing you will be prepared and do much better".

"We realize what kind of students you have to work with and they are not motivated".

"I know reading is not your area of certification and that may be a lot of the problem with content".

"We realize you have never studied the STAR in detail, and are not sure of what it is about, but this is what it says..."

(M5) *Assessment team as* ***professional resource network***

This metaphor surfaced in conferences that were characterized by dialogue which focused more directly on context-specific events and occurrences from the classes observed. There was no clear pattern emerging from conference notes in terms of either the teacher or team members initiating the context-specific discussions. In some instances, the specific questions were posed to the teacher

by team members about an event that took place during an observation, while on other occasions the teacher queried a team member about the appropriate handling of a classroom event. As some conferences reached this dialogue level, the principal and/or master teacher in the conference would often begin emphasizing the resource potential of each other or other teachers in the school for providing professional assistance and information to the teacher regarding one or more identified teacher/learning professional growth areas.

> (master teacher) "You know, I've experimented for a long time with different ways of effectively monitoring my students...in order to find the kind of questioning strategies that really work. I would want you to know that you can come in and observe my classroom to see what I'm doing..."
>
> (master teacher) "I want you to come and talk with me about this 'peer tutoring' idea that we've discussed...I'd like to share some things with you".
>
> (principal) "The state department and our local school board have been working much more closely in terms of helping us financially with aids and materials teachers need. I want you to be aware of all that's been made available for your use".
>
> (principal) "Monitoring of your students is probably the most important thing that you as a teacher can do...I would encourage you to have myself and/or Mrs. _____ come in and informally observe you as often as you would like to give you additional feedback on your monitoring strategies".

## Discussion

The researchers were interested in the potential of the various metaphoric roles engaged in by conference participants for inhibiting or promoting "reflection on action" within the conferences as well as continued "reflection in action" following conferences. The conference metaphor analysis confirmed initial expectations that metaphoric roles which were clearly transferential in nature inhibited participants' abilities during the conferences to reflect on action. Additionally, conference participants employing a variety of roles in combination (e.g., combining "expert panel" with "support group") also experienced some difficulty in using these metaphoric role ensembles to produce purposeful dialogue.

Through engaging in iterative analyses of participant beliefs, as well as discerned metaphoric

roles and the resulting effects of these roles on educators' conference behaviors, the researchers were able to arrive at a general typology of conference dialogue/behaviors representing the "kinds" of conferences observed in the study. This typology was constructed as a way of arriving at a better conceptual understanding of the interrelationships of participant beliefs, how these beliefs were generative of metaphoric roles, and the ways in which beliefs and role assumptions determined conference actions.

**Typology of Conference Dialogue/Behaviors**

Type I Conferences:

This type of conference involved educators (principals, master teachers and teachers) who were resistant to "change" as represented by the STAR and the new assessment process. Participants in these conferences were adamant in holding on to stereotypic role hierarchies in which the principal and/or master teacher would characteristically monopolize most of the conference discussion with the teacher simply being relegated to a "passive listener" role. This Type I conference style was clearly evident in only one set of conferences (high SES high school) observed in this study. These conferences, although atypical of the majority of conferences observed, served to highlight the disjunctive nature of the stereotypic, hierarchical roles and the STAR model roles. For example, in the Type I Conferences observed, as the "outside assessor" team member (one of the university researchers) would attempt to initiate focused discussions with the teacher about classroom observation events, the principal would frequently interrupt and diffuse the discussion with comments about policy/implementation concerns, as well as reminders to participants about the schedule and conference timelines. Consequently, discussions during these conferences were largely procedural in focus, with little attention paid to reflecting on lesson events. The predominant metaphor surfacing in these conferences was that of the teacher as victim.

In these Type I conferences the principal and/or master teacher would also engage in behaviors that indicated they felt somewhat victimized by the conference process itself. Comments were made by principals and master teachers participating in these conferences concerning the significant amount of "extra time" that was required for the preparation, scheduling and completion of these conferences.

Type II Conferences:

These conferences were characterized by educators who assumed the metaphoric roles (alternately, or in combination) of *expert panel, grievance committee* and *support group*. Like the teacher as victim metaphor observed in the Type I conferences, the transferential metaphoric roles assumed by some conference team members of expert panel and grievance committee were also found to be reflective of stereotypic role hierarchies associated with traditional models of "direct" supervision. These kinds of role hierarchies acted as unconscious inhibitors to collaborative conference dialogue. Participants engaging in these roles often stated their willingness to "share" as professionals. However, as these Type II conferences progressed, the stereotypic role differentiations would take precedence in varying degrees and begin to dominate the dialogue. These kinds of roles prevented collaborative, context-specific and data-based sharing among team members and the teacher. The surfacing of these role hierarchies during these conferences and their effects on conference discussions suggests the strong influence of participants' underlying beliefs on these roles and the normative nature of these beliefs.

In some of the Type II conferences observed, the expert panel role was utilized by team members in a way that was more transactional than transferential (CMR/EC, Appendix V). In these instances this metaphor was often employed in conjunction with the support group role as team members would engage in discussions with the teacher in order to clarify interpretations of indicators,

offer teaching and learning examples, and provide the teacher with relevant assessment information. As the conference team as support group metaphor was found to be employed in these Type II conferences, participants assumed this role in a somewhat passive sense. Although there was some variability in the degree of transactional usage of this metaphor in these Type II conferences, participants' verbal statements and behaviors indicated a weak team commitment in terms of willingness to play out the role of being a true "support group".

Type III Conferences:

While a few of the conferences observed involved participants who were resistant to change (Type I Conferences), the majority of the conferences observed in this study involved teachers and assessors (principals and master teachers) who evidenced a willingness to change, but who were impeded in their change efforts by contradictory normative beliefs that reinforced transferential participant role hierarchies and inhibited effective role empowerment during conferences (Type II Conferences). However, in a few of the conferences, a somewhat greater degree of openness on the part of participants to assuming the STAR reflective and collaborative conference roles was observed. As these teachers and assessment team members became involved in conference discussions, their willingness to interact as "reflective professionals" and "collaborative learners" allowed them to focus their discussions on specific teaching and learning events from the classroom observations. Initiation by one or more conference participants of a detailed discussion about particular teaching and learning events from the classroom observations was found to serve as a catalyst for an observed change in the conference dialogue. Through focusing on context-specific classroom events, participants were naturally compelled to adopt a reflective stance toward the data. As this change in dialogue occurred, the teacher began to assume a greater role in leading the discussion. This occurred as assessment team members realized that as they each had knowledge of the teaching and learning data from their

own observations, the teacher alone possessed *all* of the classroom data.

Post-conference interviews with participants in Type III conferences confirmed that these educators did indeed come to a realization during the conferences that the teacher should play a "leading" role in the reflective, collaborative process. Since the STAR process of collaborative learning involves a mutual sharing of the perspectives and insights of assessors and teacher, the teacher can contribute substantially to the conference dialogue through active involvement in reflective thinking and discussion with the team about teaching and learning. By being more receptive to the STAR reflective and collaborative conference roles, participants in Type III conferences were able to engage in discussions that were more context-specific and data-based. Additionally, through directing the discussions in this manner, the teacher and team members were afforded more opportunities to reflect on events focusing specifically on the enhancement of students' learning.

These three conference types highlight the extent to which educators' beliefs, and the conference roles emanating from them, can impact on the reflective and collaborative quality of conference dialogue and behaviors. Type I and Type II conferences were both characterized by metaphoric role usage that resulted in varying levels of transferential empowerment among participants. In these conferences the metaphoric roles and role ensembles employed framed the discussions in ways that inhibited a focus on professional learning. In the Type II conferences it was discovered that metaphoric roles are malleable and that they can be transformed (become more transactional) through the assumption by participants of a more open and collaborative posture. Such was the case with the expert panel metaphor, and to a lesser extent with the metaphor of conference team as support group. As participants altered their conference "focus" away from technical concerns and toward increasing their understandings of the classroom observations and teaching and learning data, the opportunities for professional development and growth increased. In the Type III

conferences, as participants' beliefs became less rigid and allowed for an openness to change and learning, educators were more receptive to the potential of the conference framework for facilitating professional development. Therefore they were able to more successfully assume reflective and collaborative roles during conferences. These roles enabled participants to view the STAR conferences as opportunities to share each others' professional knowledge and expertise and to focus the discussions on improving students' learning.

## Implications of the Study

These findings provide supportive evidence for the notion that differential usage by educators of metaphoric framings within the context of teacher assessment conferences is tied to the assessment framework credibility of the team conference as a useful vehicle for teachers' positive professional growth. This study has implications for the effective use of team conferences as a viable component of statewide teacher assessment/certification programs. Assessment team members and teachers employ varying interactive metaphors during conference activities. As these metaphors affect the extent to which members are able to successfully assume appropriate conference roles, these contextual metaphors become barometers of the relative effectiveness of the assessment framework to generate positive teacher professional development and growth. Analyses of educators' beliefs and conference metaphors discerned in this study, and the typology of conference dialogue/behaviors emerging from them, suggest that normative belief structures and their effects on educators' behaviors act as important determinants of the potential of statewide assessment initiatives such as the STAR for realizing professional growth and change. This finding points to the desirability of designing and incorporating staff development components as integral features of these statewide implementation efforts. Increased understanding among educators of the ways in which metaphoric framings can be

encouraged and utilized effectively in team conference settings has valuable staff development potential for creating increased opportunities for teacher professional growth. Additionally, as statewide teacher assessment initiatives continue to be implemented, and as the demand for greater teacher accountability and professionalization increases, the long-term effects of these programs become an increasing concern. Through involvement in school-based staff development activities, teachers, principals and master teachers can be more effectively prepared in techniques of collaborative reflection and professional sharing appropriate to team conferences. Post-assessment conferences, when engaged in correctly by participants, demonstrate positive potential for promoting professional collaborative *reflection on action.* The linking of a collaborative conference model to the teacher assessment/certification process (as is the case in the STAR) seems a viable approach to deriving greater long-term "benefit" from the implementation of statewide certification mandates. This benefit comes in the form of increased potential for shared commitment by both teachers and assessors towards ongoing, meaningful professional development and learning (*reflection in action*).

This study serves to emphasize the importance of interpreting and understanding the nature of educators' beliefs and how these beliefs in conjunction with contextual factors influence the team conference component of teacher assessment programs. Through a more informed understanding of the impact of educators' beliefs on metaphoric roles assumed during team conference activities, assessment program developers will be better equipped to design more effective certification models that encompass not only classroom-based assessments of teaching and learning, but also professional peer review and collaborative conferences targeting educators' professional development and growth.

---

## References

Brophy, J. (1986, October). Teacher influences on student achievement. American Psychologist, 1069-1077.

Claudet, J.G., & Ellett, C.D. (1990). Student learning, teacher use of teaching/learning empowerment metaphors and classroom robustness: An initial investigation. Paper presented at the annual meeting of the American Educational Research Association, Boston, MA.

Cuban, L. (1990. Reforming again, again and again. Educational Researcher, 19(1): 3-13.

Ellett, C.D., Garland, J. & Logan, C. (1987). Content classification, synthesis and verification of eight large-scale teacher performance assessment instruments. Research Report, Teaching Internship Project, Baton Rouge, LA: College of Education, Louisiana State University.

Ellett, C.D. (1990). A new generation of classroom-based assessments of teaching and learning: Concepts, issues and controversies from pilots of the Louisiana STAR. Baton Rouge, LA: College of Education, Louisiana State University.

Ellett, C.D., Loup, K. & Chauvin, S. (1990). System for Teaching and learning Assessment and Review (STAR). Statewide Teaching Internship and Teacher Evaluation Form. Baton Rouge, LA: College of Education, Louisiana State University, Louisiana Department of Education.

Erickson, F. (1986). Qualitative methods in research on teaching. In Wittrock, M.C. (ed.), Handbook of research on teaching (3rd edition). New York: Macmillan Publishing Co.

Goodman, J. (1984). Reflection and teacher education: A case study and theoretical analysis. Interchange, 15(3): 9-26.

Goodman, J. (1988). The political tactics of teaching strategies of reflective, active preservice teachers. Elementary School Journal, 89: 23-41.

Lakoff, G., & Johnson, M. (1980). Metaphors we live by. Chicago: University of Chicago Press.

Logan, C., Garland, J. & Ellett, C.D. (1989). Large-scale teacher performance assessment instruments: A synthesis of what they measure and a national survey of their influence on the preparation of teachers. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California.

Porter, A.C. & Brophy, J. (1988). Synthesis of research on good teaching: Insights from the work of the Institute for Research on Teaching. Educational Leadership, 45: 74-85.

Provenzo, E.F., McCloskey, G.N., Kottkamp, R.B., & Cohn, N.M. (1989). Metaphor and meaning in the language of teachers. Teachers College Record, 90: 552-572.

Pugach, M.C., & Johnson, L. J. (1990). Developing reflective practice through structured dialogue. In R.T. Clift, W.R. Houston, M.C. Pugach (eds.), Encouraging reflective practice in education: An analysis of issues of programs. New York: Teachers College Press.

Ross, D.D. (1989). First steps in developing a reflective approach. Journal of Teacher Education, 40(2), 22-30.

Schön, D.A. (1979). Generative metaphor: A perspective on problem-setting in social policy. In Metaphor and thought, A. Ortony (ed.) (5th printing, 1988), 255-283. Cambridge, MA: Cambridge University Press.

Schön, D.A. (1983). The reflective practitioner: How professionals think in action. New York: Basic Books.

Schön, D.A. (1987). Educating the reflective practitioner: Toward a new design for teaching and learning in the professions. San Francisco, CA: Jossey-Bass.

Shulman, L. (1986). Those who understand: Knowledge growth in teaching. Educational Researcher, 15(2): 4-14.

Tobin, K., & Ulerick, S.L. (1989). An interpretation of high school science teaching based on metaphors and beliefs for specific roles. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA, 1989.

Zeichner, K.M., & Liston, D. (1985). Varieties of discourse in supervisory conferences. Teaching & Teacher Education, 1(2), 155-174.

# S T A R

System for Teaching and Learning Assessment and Review

## PERFORMANCE DIMENSION I: PREPARATION, PLANNING, AND EVALUATION (26)a

TEACHING AND LEARNING COMPONENTS

A. Goals and Objectives (4)b
B. Teaching Methods and Learning Tasks (4)
C. Allocated Time and Content Coverage (4)
D. Aids and Materials (4)
E. Home Learning (3)
F. Formal Assessment and Evaluation (7)

## PERFORMANCE DIMENSION II: CLASSROOM AND BEHAVIOR MANAGEMENT (23)

TEACHING AND LEARNING COMPONENTS

A. Time (6)
B. Classroom Routines (4)
C. Student Engagement (1)
D. Managing Task-Related Behavior (6)
E. Monitoring and Maintaining Student Behavior (6)

## PERFORMANCE DIMENSION III: LEARNING ENVIRONMENT (13)

TEACHING AND LEARNING COMPONENTS

A. Psychosocial Learning Environment (10)
B. Physical Learning Environment (3)

## PERFORMANCE DIMENSION IV: ENHANCEMENT OF LEARNING (55)

TEACHING AND LEARNING COMPONENTS

A. Lesson and Activities Initiation (8)
B. Teaching Methods and Learning Tasks (6)
C. Aids and Materials (6)
D. Content Accuracy and Emphasis (6)
E. Thinking Skills (11)
F. Clarification (4)
G. Monitoring Learning Tasks and Informal Assessment (6)
H. Feedback (4)
I. Oral and Written Communication (4)

---

a Number of Assessment Indicators Comprising Performance Dimension

b Number of Assessment Indicators Comprising Teaching and Learning Component

## PERFORMANCE DIMENSION IV: ENHANCEMENT OF LEARNING

An important dimension of effective teaching is the interactive process of teaching and learning. Effective initiation of a lesson or of an activity within a lesson involves securing student attention, clearly communicating expectations, and providing an appropriate context for new learning. An effective lesson proceeds in a logical sequence, and continuity is ensured through such techniques as summarizing and reviewing. The lesson should end with appropriate closure. Methods and tasks and related aids and materials are appropriately used in ways that facilitate achievement of planned objectives. Information presented by the teacher should be accurate, up-to-date, and communicated clearly using appropriate vocabulary for the developmental and ability levels of the students. During teaching and learning activities, essential elements are emphasized and effective questioning techniques are used to extend thinking skills. Throughout the lesson, effective monitoring techniques are used and student performance is informally assessed. Areas of student misunderstanding or difficulty are effectively and efficiently handled. Adjustments in teaching and learning are made where indicated by student performance. Students receive feedback that is specific to the individual and to the learning task and are afforded sufficient opportunities for practice to ensure achievement of planned objectives. The teacher provides a good model of oral and written communication that is correct, easily understood, and appropriate for student performance levels.

### TEACHING AND LEARNING COMPONENTS

IV.A. Lesson and Activities Initiation

IV.B. Teaching Methods and Learning Tasks

IV.C. Aids and Materials

IV.D. Content Accuracy and Emphasis

IV.E. Thinking Skills

IV.F. Clarification

IV.G. Monitoring Learning Taskes and Informal Assessment

IV.H. Feedback

IV.I. Oral and Written Communication

# TEACHING AND LEARNING COMPONENT IV.G: MONITORING LEARNING TASKS AND INFORMAL ASSESSMENT

## COMMENTS:

Actively monitoring student involvement in learning tasks throughout the lesson is an important element of effective teaching and learning. Informal assessment techniques provide the teacher with information about students' understanding of content and learning tasks. Because learning proceeds throughout a lesson, monitoring and informal assessment activities should be continuous. If students have difficulty understanding content and/or performing learning tasks, adjustments in teaching methods and learning tasks should be made.

## RESEARCH BASE

Recent literature on teaching and learning has established that effective teachers—after giving their students clear and well-formulated expectations regarding learning tasks—monitor subsequent learning activities. Goss and Ingersoll (1981) report that on task behavior is maintained if students know that they are being monitored by the teacher. They further point out that teachers who monitor effectively are alert to the learning involvement and progress of students and are sensitive to students' underlying needs. L. M. Anderson, Evertson, and Emmer (1979) suggest that monitoring to students' comprehension of materials and as a means of checking for acceptance and unacceptable behaviors during learning activities is an effective teaching behavior. Sanford and Evertson (1980) and Emmer (1982) conclude that student achievement levels are higher in classrooms where teachers utilize consistent monitoring techniques throughout the course of their lessons.

## TEACHING AND LEARNING COMPONENT IV.G: MONITORING LEARNING TASKS AND INFORMAL ASSESSMENT

| ASSESSMENT INDICATORS | ANNOTATION | NOTES/CLARIFICATION |
|---|---|---|
| IV.G.1 Monitors students' initial engagement in learning tasks | Indicators IV.G.1 and IV.G.2 address a complex set of teacher behaviors that represent more than random questions or movement around the classroom. Monitoring and addressing the intensity and quality of engagement provide the teacher with more information about students' initial and subsequent learning than simply monitoring students' attention to tasks. As students begin *initial and subsequent learning tasks*, the teacher should immediately scan the class to monitor students' engagement in learning or perhaps ask appropriate questions. Simply monitoring nonverbal behaviors may be sufficient in some contexts. For example, scanning for eye contact with students is an effective technique as a lecture/discussion method is initiated. Monitoring the quality or other kinds of student nonverbal behaviors is applicable in other contexts (e.g., as students begin taking notes or writing as part of an individual seatwork task).<br><br>IF THE INITIAL ENGAGEMENT OF ALL STUDENTS IS NOT MONITORED, THIS INDICATOR AS UNACCEPTABLE. | |

## TEACHING AND LEARNING COMPONENT IV.G: MONITORING LEARNING TASKS AND INFORMAL ASSESSMENT

| ASSESSMENT INDICATORS | ANNOTATION | NOTES/CLARIFICATION |
|---|---|---|
| IV.G.2 Monitors students' engagement during learning tasks | During learning tasks, the teacher can use a variety of purposeful methods to monitor students' engagement in learning. Students' nonverbal behaviors, such as the intensity of facial expressions and body movements, (e.g., frowning and squirming), verbal behaviors such as students' responses to targeted questions and student explanations, and more complex behaviors such as students completing small group tasks, can be monitored for engagement.<br><br>IF STUDENTS' ENGAGEMENT DURING LEARNING TASKS IS NOT ACTIVELY MONITORED, THIS INDICATOR AS UNACCEPTABLE. | |
| IV.G.3 Monitors the completion of learning tasks | Once students are engaged in a learning task, the teacher should continue systematically monitoring engagement until the task is completed. Such monitoring provides the teacher with information about whether learning tasks can be completed within the time allotted, whether the pace of learning tasks fits students' capabilities and whether students are accomplishing learning objectives. There is also an element of efficient time management in closely monitoring the completion of tasks since "early finishers" should not waste time and wait on "slow doers".<br><br>IF THE TEACHER DOES NOT ACTIVELY MONITOR ALL STUDENTS' COMPLETION OF LEARNING TASKS, THIS INDICATOR IS UNACCEPTABLE. | |

# TEACHING AND LEARNING COMPONENT IV.G: MONITORING LEARNING TASKS AND INFORMAL ASSESSMENT

## ASSESSMENT INDICATORS

IV.G.4 Solicits a range of responses from students to assess a variety of levels of learning as appropriate

## ANNOTATION

**Use of informal assessment techniques provides the teacher with information about students' progress toward or mastery of learning objectives during the lesson. Range of responses includes a variety (at least two) of cognitive levels of learning and a variety (at least two) of task responses to demonstrate learning and mastery of objectives.** Multiple learning tasks are structured by the teacher. Therefore, a range of task responses can be solicited from students to informally assess learning. The range of responses selected should reasonably match the goals/objectives of the lesson and variation in students' development and ability levels.

Active monitoring during teaching and learning is facilitated when the teacher deliberately seeks information from students as to whether or not the lesson is "taking." Comments, questions, answers and demonstrations are sought from students for informal assessment purposes. Generalized questions such as, "Do all of you understand?", are *not specific* enough.

Not all informal assessment techniques reflect information about learning at the same cognitive and/or performance level. Effective teaching and learning proceed at more than one cognitive/performance level. Therefore, the teacher should solicit student responses that demonstrate a *sufficient variety* of cognitive levels giving consideration to student characteristics, learning objectives and learning tasks.

## NOTES/CLARIFICATION

## TEACHING AND LEARNING COMPONENT IV.G: MONITORING LEARNING TASKS AND INFORMAL ASSESSMENT

| ASSESSMENT INDICATORS | ANNOTATION | NOTES/CLARIFICATION |
|---|---|---|
| | Questioning techniques in a high school history lesson, for example, might vary in level from simple knowledge and recall to evaluation and synthesis. Variety implies more than one cognitive and/or performance level.<br><br>IF A VARIETY OF LEVELS OF LEARNING IS NOT ASSESSED USING A RANGE OF STUDENT TASK RESPONSES, THIS INDICATOR IS UNACCEPTABLE. | |
| IV.G.5 Summarizes or reviews during the lesson to monitor/assess the pace of teaching and learning | Periodic summaries or reviews of lesson content/activities are an efficient means of monitoring the pace of teaching and learning. Reviewing for pace can occur at any point during the lesson. Such reviews provide the teacher and student(s) with feedback about the pace of activities.<br><br>General questions such as "Are all of you keeping up with me?" are not sufficient. Specific probes by the teacher must follow.<br><br>Of course, reviews are also important ways to link prior and future teaching and learning activities and to provide lesson continuity. | |

## TEACHING AND LEARNING COMPONENT IV.G: MONITORING LEARNING TASKS AND INFORMAL ASSESSMENT

| ASSESSMENT INDICATORS | ANNOTATION | NOTES/CLARIFICATION |
|---|---|---|
| | *Reviews for pace are most appropriate at the beginning of a lesson or at points of transition before moving on to new content or learning tasks.* Initial reviews of past learning to ensure students' readiness for new learning (Indicator IV.A.7) may be completed with no attention given to pace. Reviews or summaries can be done for individual students or student groups.<br><br>IF SUMMARIES AND REVIEWS OF LESSON CONTENT AND ACTIVITIES ARE NOT EVIDENT, THIS INDICATOR IS UNACCEPTABLE. | |
| IV.G.6 Adjustments within the lesson are made as needed **or** no adjustments are necessary | Informal assessment techniques provide the teacher with information needed to make adjustments in teaching methods and learning tasks. If assessment information obtained from students suggests that the lesson is not "taking" as intended, adjustments in teaching methods and learning tasks should be made. *Probing for the basis of misunderstanding may be required before appropriate adjustments can be made.* | |

## TEACHING AND LEARNING COMPONENT IV.G: MONITORING LEARNING TASKS AND INFORMAL ASSESSMENT

| ASSESSMENT INDICATORS | ANNOTATION | NOTES/CLARIFICATION |
|---|---|---|
| | Adjustments may involve the difficulty level of content, changing teaching methods, assigning new learning tasks and/or providing additional resources. Of course, when only one or a small number of learners have difficulty, adjustments are not needed for the entire class. Confusion might be clarified during the lesson (Teaching and Learning Component IV.F) with no necessity of making adjustments in the lesson.<br><br>IF INFORMAL ASSESSMENT TECHNIQUES SUGGEST THAT ADJUSTMENTS SHOULD BE MADE AND THESE DO NOT OCCUR, THIS INDICATOR IS UNACCEPTABLE. | |

STAR DEVEL PROC CIRCLE 11/21/90 6 24 PM

# STAR Professional Development Process

# STAR
# CONTINUING PROFESSIONAL DEVELOPMENT PLAN

Teacher: _____ SSN: _____

Observation Dates: _____ _____ _____

Performance Strengths:

_____

_____

_____

Professional Growth Areas:

Performance Dimension(s): _____

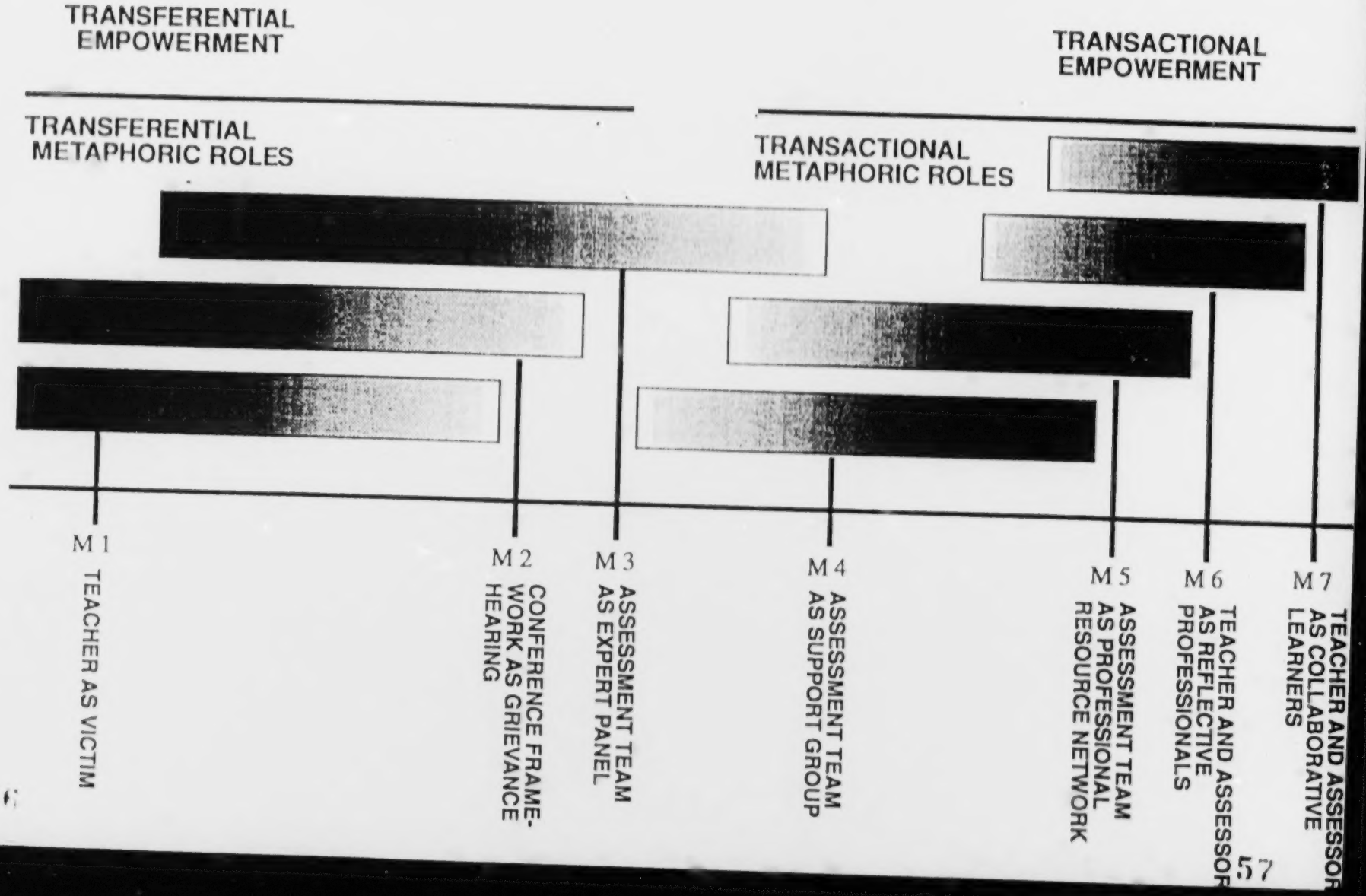
Component - Indicators: _____

| DEVELOPMENT ACTIVITIES | PERSONS RESPONSIBLE | RESOURCES | TIMELINES |
|---|---|---|---|
| | | | |

Approximate Date of Next Conference: _____

APPENDIX V

# CONFERENCE METAPHORIC ROLE/ EMPOWERMENT CONTINUUM


TRANSFERENTIAL EMPOWERMENT
TRANSACTIONAL EMPOWERMENT
TRANSFERENTIAL METAPHORIC ROLES
TRANSACTIONAL METAPHORIC ROLES
M 1 TEACHER AS VICTIM
M 2 CONFERENCE FRAME-WORK AS GRIEVANCE HEARING
M 3 ASSESSMENT TEAM AS EXPERT PANEL
M 4 ASSESSMENT TEAM AS SUPPORT GROUP
M 5 ASSESSMENT TEAM AS PROFESSIONAL RESOURCE NETWORK
M 6 TEACHER AND ASSESSOR AS REFLECTIVE PROFESSIONALS
M 7 TEACHER AND ASSESSOR AS COLLABORATIVE LEARNERS